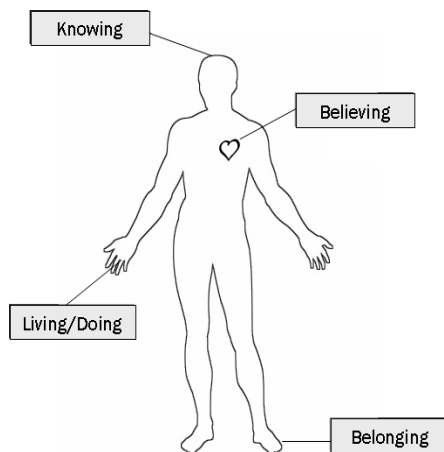


LOMED for the 21st Century: Powerful Learning Plan

Learning that reaches your Noticing Targets/Learner Outcomes



Congregation:	Bet Knesset Hazon
Priority Goal:	Learners will be on a journey of applying Torah to daily life.

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Powerful Learning Plan, continued

Teacher:	
Age level:	1 st Grade
Noticing Tool(s):	Story-telling
Content Area*: (Big Idea to be explored)	Avot & Emahot: The people in the Torah help us ; Hachnasat Orchim

NOTICING TARGETS		
Know:	Identifies values used by biblical characters	
	<i>Prompt:</i>	Tell the story of Abraham and Sarah and the strangers. Be sure to explain how Abraham and Sarah did <i>hachnasat orchim</i> .
Do:	Uses vocabulary of Jewish values in referring to acts of others	
	<i>Prompt:</i>	Tell the story about a time you welcomed guests, making sure to use the words <i>hachnasat orchim</i> .
Believe/ Value:	Expresses feelings about treating others based on <i>mitzvot</i> or <i>middot</i>	
	<i>Prompt:</i>	Bring in a picture of a time when you and your family did <i>hachnasat orchim</i> . Tell a story about the picture and what did it feel like when you did <i>hachnasat orchim</i> .
Belong:	Identifies self as part of the Jewish people beginning with Abraham and Sarah.	
	<i>Prompt:</i>	Draw a picture of your family that includes Abraham and Sarah. Abraham and Sarah are talking to you about <i>hachnasat orchim</i> . What are they reminding your family to do?

Design Principles:

Learning will be anchored in caring purposeful relationships.
Learning will seek the answers to the questions, challenges, and meaning of everyday life.
Learning will enable individuals to construct their own meaning through inquiry, problem solving, and discovery.
Learning will be content rich and accessible.

Learning Sessions Outline

Based on three sessions of approximately 50 minutes each

Session 1

A. Show picture to students of a “new student” who is going to join their class. Pass the picture around; when each child holds it they say one thing about how it would feel to be new and not know anyone in the class. Brainstorm ideas about how the class could make the new student feel welcome and comfortable.

Give each child drawing materials; each child draws one of the things s/he could do to help the new student feel comfortable.

Share the pictures. Audio or video record student sharing.

B. Introduce the concept *hachnasat orchim*

Ask learners now to give an example of doing *hachnasat orchim* for a new student, using their own or another person’s picture from the previous part of the lesson.

Have the children practice saying the phrase *hachnasat orchim*. Choose a few activities such as these:

- Do it chorally with the entire group.
- Show pictures with different activities, some examples of *hachnasat orchim* and others not.
- Hold up the pictures one at a time and have them say *hachnasat orchim* if it is an example of the concept. Do “popcorn” style practice, by pointing to individual children and having them stand and say the phrase.
- Post pictures of examples and non-examples of *hachnasat orchim* around the room. Have pairs of children stand in front of each picture. At your cue have the pairs decide if their picture is or is not an example of *hachnasat orchim*. If it is they should say the phrase. If it isn’t they should be quiet. Cue the students to move to the next picture and repeat until each group has gotten to see several pictures.

C. Using puppets, tell the story from Bereshit of Avraham and Sarah welcoming the strangers. Before the telling of the story, ask the students to think about what Avraham and Sarah did to carry out *hachnasat orchim*. In telling the story talk about Avraham and Sarah as part of the children's own families.

After telling the story, ask the students to talk about what Avraham and Sarah did to carry out *hachnasat orchim*.

Distribute a set of pictures with elements of the story; have students work in pairs to put the story in order and practice telling it to each other.

D. Bring the group back together and do a closing circle.

- Have students quickly retell the story of Avraham and Sarah
- Practice saying *hachnasat orchim*
- Have students tell one time they acted like Avraham and Sarah (at school, at home)
- Tell them to come prepared with a photo of a time they were like Avraham and Sarah doing *hachnasat orchim* in their home.

Follow-up with Parents: Ask families to help their children find a picture of a time they did the mitzvah of *hachnasat orchim* and invited guests into their homes.

Session 2

A. Using students' work from the last session (putting the story in order), have the group retell the story of Avraham and Sarah, using the vocabulary of *hachnasat orchim*. Or, have students take turns using the puppets to retell the story. Or, have students act out the story using props you provide.

B. Teach song about Avraham and Sarah doing *hachnasat orchim*.

C. Ask students to show their pictures of doing *hachnasat orchim* at home and to tell the story of what happened. If students do not spontaneously share what it felt like to do *hachnasat orchim*, ask them a question to elicit their response. Record (audio or video) the students' sharing.

D. Tell the students you are planning to do some *hachnasat orchim* as a class. Spend time planning for a visit. (Visitors could be their parents, students from another class, seniors in the congregation, etc.) Plan the gathering with the students: what you will need, what you will do with the visitors. Make a list of tasks and activities and give assignments to the students (e.g., making invitations, making welcome signs, escorting people, giving a tour, performances for the guests—could include acting out the story of Avraham and Sarah or teaching the song they learned). Do role plays to practice how they will greet people.

E. Make a snack together (e.g., brownies, cookies) to serve next time to the guests.

F. Do a closing circle in which students complete the sentence: One way I am going to do *hachnasat orchim* with our guests is . . .

Session 3

Hold the gathering. Afterward do a debriefing in which you talk about the connections between what they did and Avraham and Sarah and what it was like to do *hachnasat orchim*. What more could they do to carry out *hachnasat orchim* in their homes? In the congregation? Write down the ideas and post them. Consider having students illustrate them now or at another time.

Ask the students to draw a family portrait that includes Avraham and Sarah. Have students dictate what Avraham and Sarah are saying to them about how to do *hachnasat orchim*. Audio or video record or transcribe what the students say to post with their pictures.